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THE UNIVERSITY OF ALBERTA

USE OF A LANGUAGE LAB TO TEACH COUNSELLING SKILLS

by

© JONATHAN GUY EUSTACE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

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ABSTRACT

The purposes of the present study were, (a) to develop and produce a self-instructional video-tape program for training the counselling skill of immediacy, and (b) to evaluate the effectiveness of five counselling skills programs when presented in a language lab.

The Immediacy program was developed from a microcounselling-type model that involved the following steps: (a) an introduction and brief instructions regarding the skill to be learned, (b) establishing a base rate, (c) a model session, (d) a segmented model session, (e) practice, modelled feedback, and self-evaluation, and (f) final practice and evaluation. The program was designed to be viewed on a video system and required participation by the viewer in the form of practice immediacy responses to client statements.

Skill training programs teaching: reflection of content, empathy, open-ended statements, immediacy, and specificity and concreteness were administered in a language laboratory. Pre and post test measures involving verbal and written responses to client statements were taken. The responses were rated by three trained judges on Carkhuff-type five point scales.

Statistical analyses indicated significant improvement in all skills on both verbal and written measures, ($p < .05$).

The majority of subjects showed an increase of one scale point to a level indicating competence in the skill. Correlations between written and verbal measures were low. Subjective evaluations of the programs by the subjects tended to be very favorable. Suggestions were made for further utilizations of this approach to skill training.

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CHAPTER I

INTRODUCTION

There is a recent trend in counsellor education toward the teaching of specific skills for helping (Carkhuff, 1969 a,b; Ivey, 1971). A number of models and programs for teaching specific skills have been developed (Carkhuff, 1969a,b; Danish & Hauer, 1973; Goldstein, 1973; Ivey, 1971; Kagan, 1972). These programs are intended to teach trainees basic interpersonal skills before having an actual practicum experience. The need for such programs is emphasized by Cormier and Cormier (1976): "We can no longer rely solely on traditional teaching methods of lecturing, reading, and discussion when recent research suggests some other methods, ... may be equally as effective or have more promising results", (p.43). Such alternate methods however, must be equally or more efficient in teaching helping skills than the traditional didactic methods.

The microcounselling model developed by Ivey (1971) has been found to be particularly efficient and adaptable for teaching helping skills (Aldridge & Ivey, 1975; DiMittia & Arndt, 1974; Haase & DiMittia, 1970; Moreland, Ivey & Phillips, 1973; Toukmanian & Rennie, 1975). In this model, component skills of counselling are identified and taught

systematically to the trainee. The process of instruction may include: didactic instructions, practice (videotaped), feedback (audiovisual), modelling (by an expert), and evaluation, (Ivey & Authier, 1978; Ivey, Normington, Miller, Morril & Haase, 1968). This model has flexibility and permits many possible variations. A basic tenet of this framework is that verbal behavior can be learnt through observation and imitation of the behavior of others who are called models. Modelling has been established as an effective and fairly rapid method for acquiring new skills or strengthening previously learned skills (Bandura, 1969; Flanders, 1968; Yando, Seitz & Zigler, 1978).

Evidence of the efficacy of modelling in teaching communication skills has been demonstrated by a number of studies using both audio-recorded and video-taped models (Dalton, Sundblad & Hylbert, 1973; Eisenberg & Delaney, 1970; Payne, Weiss & Kapp, 1972; Perry, 1975; Robinson, Froehle & Kurpius, 1979; Stone & Stein, 1978; Teevan & Gabel, 1978). Dalton, et. al. (1973), Perry (1975) and Stone and Stein (1978) found modelled techniques to be superior to didactic or written methods of presenting the behaviors to be learned. In a program designed to increase counsellor trainee empathy, Ronnestad (1977) found modelling to be significantly more effective than feedback or experiential methods. It is apparent that modelling contributes significantly to the micro-counselling training paradigm.

Calder (1978) has developed an adaptation of the micro-counselling model for producing self-instructional audio and video programs. The Calder model has been utilized in the production of five video programs, each designed to teach one behaviorally defined communication skill efficiently and effectively. Substantial emphasis is placed on modelling in the instruction of these skills. Each program is approximately twenty minutes long, during which time the trainee is expected to record practice responses on an audio tape. The programs adhere to the following format:

1. An introduction and brief instructions are given.
2. Base rate. The trainee is asked to respond appropriately to six client statements in order to establish a base rate.
3. Model session. A counsellor models the appropriate skill in a five minute interview with a client.
4. Segmented model. The counsellor models the appropriate skill in responding to separate client statements.
5. Practice, modelled feedback, and self evaluation. Six client statements are each followed by a fifteen second pause for trainee response, followed by the counsellor's response.
6. Post test. The trainee is asked to respond to six client statements for practice, self evaluation, and possible review.

These programs were found to produce a significant improvement in the defined skills for a group of senior undergraduate counselling students when used individually with videotape equipment (Calder & Borgen, 1978).

The Nature of the Problem

There is currently much interest in the development of programs that teach helping skills efficiently. The Calder model has the potential to be used in a number of ways that could facilitate efficient learning of helping skills. To date, programs using this model have been produced to teach the communication skills of: reflection of content, reflection of feeling, responding empathically, open-ended statements, and specificity and concreteness. Immediacy, or direct mutual communication, is a helping skill considered to be necessary in a counselling relationship (Carkhuff, 1969a,b; Egan, 1975; Higgins, Ivey & Uhlemann, 1970). Presumably, this skill could be taught effectively using the Calder model.

The Calder programs are self-instructional and are designed to be individually viewed. The method of presentation may be modified however, to suit differing requirements. The use of language labs has proven to be an effective teaching approach with groups for improving language skills, (Lorge, 1964). The Calder programs could readily be adapted for use with groups in a language lab. The language lab facilities permit the trainee to record his own responses

onto the taped program, enhancing review and practice. This should provide a particularly efficient method for teaching these skills.

Purpose of the Study

The purposes of this study were twofold. The first major objective was to develop a self-instructional videotape program to teach the communication skill of immediacy. The Calder model provided a framework for developing this program. The second major objective was to evaluate the effectiveness of this program and four of the Calder programs using language lab facilities.

The specific objectives of the evaluation were:

1. To determine the effectiveness of the following programs: Reflection of Content, Responding Empathically, Immediacy, Open-Ended Statements, and Concreteness and Specificity using oral responses to a pre-treatment and a post-treatment test.
2. To determine the effectiveness of the same programs using written responses to a pre-treatment and a post-treatment test.
3. To obtain subjective evaluations of these programs from the participants.

In addition, two other specific objectives were considered relevant to this area of study. These were:

4. To determine whether there is a performance relationship between written and verbal responses.
5. To determine whether there is a correlation between a subject's performance as rated by the judges, and the subject's evaluation ratings of the program.

The programs and the dependent measures are described in greater detail in Chapter III. This study then, was designed to investigate the efficacy of using microcounselling programs in language labs to teach helping skills in a practical and efficient manner.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The present study involved the use in a language lab, of programs based on a microcounselling-type model. In this chapter a review of the literature relating to specific skills training programs and their effectiveness is presented. Particular emphasis is placed on articles relating to the components utilized in the Calder programs, namely: modelling, role play practice, feedback and practice. Following this, a review of the literature relating to language labs is given.

Specific Skills Training Programs

Overview

A systematic approach to training basic helping skills first received wide recognition through the work of Rogers (1951, 1957). His training experiences consisted of: (1) listening to tape recorded modelled interviews of experienced counsellors, (2) role playing the skills, (3) observing live counsellor demonstrations, (4) participating in group therapy, and (5) receiving supervision of therapy sessions.

Refinements of Rogers' work were made by Truax and Carkhuff (1967) and Carkhuff (1969a,b) in their didactic-experiential approach. Their aim was to teach counsellors

how to relate to clients and how to conduct psychotherapy. The training included: extensive reading, exposure to modelling in the form of audio-taped psychotherapy sessions, rating of responses from these tapes, role play and practice of the skills, and supervision and review of actual therapy sessions. This program defined some essential conditions of therapy, developed instruments for measuring the conditions, and attempted to teach appropriate attitudes and behaviors to the students (Matarazzo, 1978).

Specifically, the core conditions which the didactic-experiential approach proposed to teach were: accurate empathy, non-possessive warmth, and genuineness (Truax & Carkhuff, 1967). In reviewing the earlier literature relating to the validity of these constructs as necessary conditions for helping, Truax and Carkhuff (1967) concluded, "Research seems consistently to find empathy, warmth and genuineness characteristic of human encounters that change people for the better", (p.141). This conclusion has been supported by subsequent studies (Bergin & Solomon, 1970; Piaget, Berenson & Carkhuff, 1967; Zimmer & Anderson, 1968). In his later work, Carkhuff (1969a,b) attempted to define the behavioral components of these core conditions, and included four more facilitating conditions. These were: expression of concreteness or specificity, self-disclosure, confrontation, and expression of immediacy. A number of studies have shown that high levels of functioning in these communication

skills are facilitative in the therapeutic process (Berenson, Carkhuff & Myrus, 1966; Burstein & Carkhuff, 1968; Carkhuff, Kralochvil & Friel, 1968; Pierce, Carkhuff & Berenson, 1967).

Microcounselling

Ivey, et.al. (1968) adapted aspects of the Truax-Carkhuff approach for use with their microcounselling technique. Their intention was to focus on teaching specific helping skills and to reduce the amount of time spent in training, (Ivey & Authier, 1978). Microcounselling is based on the research of Allen (1967) who used the concept of microteaching in teacher training. Ivey and Authier (1978) describe microcounselling as "an innovative approach to instruction in basic clinical skills which is based on the assumption that interviewer behavior is extremely complex and therefore can best be taught by breaking the interview down into discrete behavioral units", (p.32). In microcounselling training, the student goes through the following steps:

(1) baseline interview of five minutes on videotape in which the trainee interviews a volunteer client,
(2) training, including, (a) reading a manual describing the single skill to be learnt, (b) viewing video models demonstrating the skill, (c) comparing the student interview with the model interview, and (d) receiving supportive supervision from the instructor,
(3) a videotaped reinterview in which the trainee prac-

tices the skill in an interview situation. This tape is reviewed with the supervisor, (Ivey & Authier, 1978).

In the training process the trainee learns one skill at a time, and gradually develops a repetoire of competencies in helping.

Ivey and Authier (1978) have identified a number of attending skills which are basic to the microcounselling paradigm. The attending skills are: (1) closed questions, (2) open questions, (3) minimal encouragers, (4) paraphrasing (reflection of content), (5) reflection of feeling, and (6) summarization. These six skills are described as being basic to empathy (Ivey & Authier, 1978). Other communication dimensions identified are focus dimensions and qualitative dimensions. Helping the client focus involves encouraging him to talk about himself. The qualitative dimensions are defined as Concreteness, Immediacy, Respect, Confrontation, Genuineness, and Positive Regard. The main emphasis in Ivey's program is on training of the attending skills. However, it would seem feasible to develop microcounselling-type programs for teaching the more general skills described by Carkhuff (1969a,b).

Research on Skills Which Facilitate the Counselling Process

Factor analysis has been used in a number of studies to identify skills which facilitate the counselling process.

In a study by Zimmer and Anderson (1968) communications between experienced counsellors and clients were rated using positive regard and empathy scales, and the results factor analyzed. Some of the facilitative factors they found were: restating (reflection), supportive communications, clarification, probing, cognitive interpretation, and affective interpretation. Further studies by Zimmer and Cowles (1972) and Zimmer and Pepyne (1971) found that the core conditions of empathy, warmth, and genuineness could be defined in terms of specific verbal responses such as attending, reflection of feeling, and open-ended questions. In a similar study, Crowley and Ivey (1976) factor analyzed scores of counsellors rated on a direct mutual communication scale. Two of the major facilitative conditions they found were an increased focus on the individuals involved rather than on non-personal issues, and an increased degree of emotional expressiveness. This research suggests that there are specific, definable helping skills which are facilitative to the therapeutic process.

Research on the Efficacy of Microcounselling

Numerous studies have been conducted to investigate the effectiveness of microcounselling. Some of the more major studies are reviewed here, and in particular those that investigate the generalizability of training to other situations. The initial published study evaluating the effects

of microcounselling was that of Ivey, et.al., (1968). In that study, three groups of beginning counsellors were taught three different skills using the microcounselling approach. These were "attending behavior", reflection of feeling, and summarization of feeling. All three groups showed significant increases in the respective skills. Self-concept and counsellor effectiveness, as rated by the clients, were also significantly improved. This work was important in that it demonstrated that defined interviewer skills could be taught effectively in a short period of time.

In a study involving graduate student trainees in a practicum counselling course, Moreland, Phillips, Ivey and Lockhart (1970) demonstrated that training in microcounselling skills produced significant improvements in the skills in actual therapy sessions. Of the six attending skills, only paraphrasing and minimal encouragers did not show improvement.

Haase, DiMittia and Guttman (1972) conducted a one year follow-up study with the same paraprofessional subjects who had been taught microcounselling skills in an earlier study (Haase & DiMittia, 1970). They found that non-verbal communication skills and expression of feeling had been maintained at an improved level. Verbal following and reflection of feeling ratings had regressed, although they were higher than pre-training levels. They suggested that those skills not in use on the job are likely to be forgotten.

In a similar study, Gluckstern (1973) trained paraprofessionals in microcounselling skills. The trainees worked actively with clients and took part in monthly follow-up training sessions. The level of performance was still maintained after six months. Guttman and Haase (1972) investigated the generalization of attending skills from training to actual therapy sessions. Results showed that the significant increments made in training decreased to some extent during the first week of counselling, but increased again by the third counselling session. Levels of performance in the counselling sessions did not reach post-training levels. Although this research is not conclusive, there are indications that skills learnt in microcounselling training generalize well to actual situations.

A number of studies have compared microcounselling training with other training approaches. A comparison of microtrained subjects with subjects receiving traditional training from psychiatric staff showed that both groups demonstrated improvement. However, the group receiving microtraining showed significantly greater improvements on the "attending behavior", and reflection of feeling measures. The microcounselling subjects also doubled their percentage of "good" statements on the Matarazzo Checklist of Therapist Behaviors, while the comparison group showed no change (Moreland, Ivey & Phillips, 1973).

A comparison of the effectiveness of microcounselling training and Human Relations Training (HRT) was made by Toukmanian and Rennie (1975). The HRT group received training in Carkhuff's seven core conditions, while the microcounselling group received training in "attending behavior", minimal activity responses, verbal following, open inquiry, and reflection of feeling. The trainees were assessed on empathy, and three categories of counsellor communication from the microcounselling program. Both experimental groups showed significant improvement compared with a control group on both sets of criteria. The microcounselling group was significantly superior to the HRT group on the empathy measures. The authors suggest that this difference on empathy measures may be due to the greater amount of practice given in microcounselling training.

In a study comparing microcounselling and reflective listening techniques, DiMittia and Arndt (1974) found both treatments produced significant improvements on all measures except posture. There was no significant difference between the two treatments. Reflective listening training is a much simpler and less expensive program than microcounselling. The authors suggest that although failure to find significant differences between the two programs may be due to the small sample size (n = 15), serious consideration should be given to simple training techniques as alternatives.

In summary, microcounselling appears to be an efficient

and effective method for training counselling skills in a short period of time. There are indications that skill use must be reinforced in actual job settings if it is to be maintained.

The Calder Model

Calder (1978) adapted the microcounselling training model for use in a self-instructional video-tape package. Differences between this approach and traditional microcounselling lie in the mode of presentation. Traditional microcounselling relies on instructor presentations, written manuals, modelling tapes, and practice interviews with volunteer clients. The self-instructional programs include all these components on a video-tape (see Appendix A, "Transcript of the Immediacy Program", for an example of the program format). Greater emphasis is placed on the components of modelling and role play-type practice. Immediate feedback is provided to the trainees after their role play responses, in the form of a high level response made by the model counsellor. Trainees are expected to evaluate their own responses. The trainees are required to respond to a set of statements before and after training. This allows evaluation of performance and provides extra practice. In the following section, research relating to the major components of this approach is discussed.

Research on the Components of Training

Modelling. A number of studies have investigated the effects of modelling versus other methods of teaching skills. Ronnestad (1977) compared the effects of three supervisory techniques: modelling, feedback (in the form of ratings), and experiential intervention (similar to Carkhuff's training), in teaching the communication skill of empathic understanding. The subjects (graduate students in a counselling program) participated in two interviews. After each session, the three groups received their respective form of supervision. Ratings of their performances indicated that the modelling method was more effective than the feedback method which was more effective than the experiential method. Similar results were obtained by Payne, Weiss and Kapp (1972).

Dalton and Sundblad (1976) compared a brief modelled learning experience (90 minutes) with Carkhuff's (1969a,b) systematic training program (10 hours). The brief modelled learning experience was a video-tape program very similar to those used in the present study. The Dalton and Sundblad program included more didactic instruction and required only covert responding by the trainees as opposed to overt recorded responses required in the Calder programs. In the study, empathic responding was taught using both approaches. Both training approaches were effective, and the 10 hour systematic training program did not prove to be superior to the 90

minute modelled learning experience. In an earlier study, Dalton, Sundblad and Hylbert (1973), using the same modelled learning experience demonstrated that empathic response behavior could be taught and that the behavioral changes were maintained over time. Modelling was shown to be superior to didactic or written methods of presenting the verbal behaviors to be learnt.

Similar results were obtained in a study by Perry (1975) who investigated the relative contributions of modelling and instructions to the training of counsellor empathy. Instructions had no effect on subjects' level of empathy, but subjects hearing a high empathy model showed significantly higher empathy than all other subjects. The results of other studies involving modelling and instructions (Stone & Stein, 1978; Uhlemann, Lea & Stone, 1976) suggest that combined modelling and instruction is the most effective form of presentation.

Kuna (1975) compared lecturing, reading, and modelling methods of presentation in teaching students restatement skills. Restatement was defined as repeating what the client had said in more or less the same words. There were three experimental groups: (1) lecture presentation only, (2) lecture and reading, and (3) lecture, reading and modelling presentation. All three groups showed significant increases in the target behavior, and the addition of modelling in the third group did not significantly increase performance over the other two groups. It was concluded that when the skill

to be learnt was relatively simple, lecture instruction in that skill is sufficient.

In the modelling sections of Ivey's (1971) microtraining program, both desirable and undesirable behaviors were modelled, supposedly to provide a contrast. In comparing the results of desirable modelling (pure modelling) versus desirable and undesirable modelling (mixed modelling), Alssid and Hulchison (1977) found that only the "pure modelling" group was significantly superior to the control group in learning the skill of open-ended statements. They suggested that negative modelling examples may interfere with learning at an introductory level of training.

Rehearsal, feedback and modelling studies. In a recent study Peters, Cormier and Cormier (1978) assessed the effects of four primary components of microcounselling. These were, (1) written and video models, (2) role play practice (rehearsal), (3) feedback, and (4) role play remediation practice. The study involved four treatment conditions: modelling; modelling and practice; modelling, practice and feedback; and modelling, practice, feedback, and remediation. Written and verbal dependent measures were obtained. Results showed that all four groups made significant increases, and that there were no significant differences between treatment groups. It was concluded that modelling was an effective counsellor skill training procedure. Practice, rehearsal,

and feedback may not be crucial for skill development.

These results were not supported by a later study by O'Toole (1979). In investigating the effects of modelling and practice, he studied two groups, (1) modelling and practice, and (2) modelling and no practice. Results revealed that on all four of the measures used, the practice group performed at a significantly higher level than the no practice group. O'Toole argues that the demonstrated lack of effectiveness for modelling in the study by Kuna (1975) may be due to the omission of the practice component in his training procedure.

The results of the O'Toole study are consistent with the findings obtained by Stone (1975), Stone and Vance (1976), and Teevan and Gabel (1978). Stone and Vance (1976) investigated the effects of instructions, modelling, and rehearsal on training empathic communication. Using a factorial design, they concluded that a combination of training variables facilitated empathic responses during an interview more than each variable alone. The majority of studies appear to support this conclusion.

Supervision and feedback. A number of studies have investigated the importance of supervision and feedback in training. In comparing a supervised versus non-supervised microcounselling group, Authier and Gustafson (1975) found significant skill improvement for both groups, but no

significant difference between groups.

Forge (1973) compared an individualized microcounselling training approach involving no feedback or supervision, with a supervisor-led group, and an independent peer feedback group. Results showed no significant differences between groups.

Kelley (1971) compared a supervisor-reinforced group, a self-reinforced group, and a control group. The supervisor-reinforced group and the self-reinforced group demonstrated improvement in the skills compared with the control group. The supervisor-reinforced group performed significantly better than the self-reinforced group on only two of the five skills taught. Kelley concluded that when supervision is not available, self-reinforcement can be utilized.

These results suggest that instructor supervision and peer feedback are not crucial components of a training program, and that self-reinforcement from feedback is effective.

Summary. The research reviewed points to the superiority of modelling in learner acquisition of basic counselling skills. However, studies in which modelling has been combined with other components, indicate that a combination of components may be more effective than a single component. This would seem to be especially true when more complex skills are being taught. Training programs using modelling tend to be shorter

and consequently more time efficient than other comparable programs. There was some indication that modelling of desirable skills only, is more effective than modelling desirable and undesirable skills. Supervision by an instructor, or peer feedback does not appear to be an essential component of a training program. However, self-reinforcement from feedback would seem to be necessary if supervision or peer feedback was not available.

Written and Oral Responses as Dependent Measures

There is some research evidence to suggest that trainees respond differently in the written and oral modes. Stone and Stein (1978) suggested that written measures may tap content knowledge of the skills, whereas oral responses may tap skill delivery. Stone and Vance, in their 1976 study, obtained two dependent measures of empathic skill: written responses to stimulus statements, and empathy ratings of a critical incident interview. Written responses to statements were quite different from verbal responses. They found that specific instructions in training appeared to be a critical factor in facilitating written performance, whereas modelling appeared to facilitate performance on the interview task.

Peters, Cormier and Cormier (1978) suggested that trainees who learned skills from a video modelling program and then demonstrated improvement on a written post-test, were able to transfer what they had learned from a modelled task

to a different task. They suggested that this is generalization of learning.

It is apparent that written and verbal responses used as dependent measures may in fact, be measuring different variables. This has implications for evaluation studies in that significant differences may or may not be found depending on the measures used.

Effectiveness of Language Labs

The traditional role of language labs has been in teaching foreign languages, and in particular giving review and drill in foreign languages. Their use has been widely adopted in North America and Europe by high schools and universities, (Hawkins, 1975). The language lab offers a number of advantages over traditional teaching aids. Some of these are listed below.

1. The trainee has control over the machine in the language lab.
2. The system saves valuable class time and relieves the instructor of routine repetitive drill sessions.
3. The system allows for differential abilities of students. The slow learner can have as much repetition as required without retarding other students.
4. The system permits full individualized participation by each student.
5. The laboratory booths provide each student with a

measure of privacy so inhibitions about making embarrassing mistakes are reduced.

6. In the language lab it is possible for the instructor at the control console to communicate with each student without encroaching on the time of other students.
7. The system presents unlimited opportunity for practice.
8. The language lab programs provide immediate correction and confirmation of student responses.

Some disadvantages of the language lab might be:

1. The system introduces a certain degree of artificiality into the teaching of communication.
2. Trainees with low motivation may not participate because it is easier to ignore a machine than an individual.
3. The machine cannot adapt its teaching techniques to the moods of the trainees.

The language lab is a teaching aid not a teaching method, and as such its success depends for the most part, on the nature and quality of the teaching programs available. However, there has been much research conducted investigating the efficacy of language lab systems. Along with small scale research projects, three major studies have been conducted.

The Keating Report (Keating, 1963) compared the progress of students studying French who had access to a lan-

guage lab with students studying French without language lab time. This study involved 5000 pupils in their first to fourth years of French study. His conclusions indicated that language lab students were generally disadvantaged, with only first year students showing any significant advantage in speech production. There were a number of methodological problems with this study: (1) frequency of language lab practice varied over the sample with most students having only one forty minute session per week, (2) the quality and extent of equipment used varied from school to school, (3) the methods of teaching and materials used by both groups were not controlled for, and (4) very few of the language labs had been installed in the schools for more than a year before the study was conducted; the teachers were still preparing materials and learning how to use them. Overall the results of this study are not considered to be very reliable or valid, (Forrester, 1975).

An evaluation of language labs was conducted in New York City schools (Lorge, 1964) with a large number of students over a three year period. The results supported the use of language labs for most of the measures taken. It was found that while daily practice in the language lab produced significant improvement, a one period per week practice produced poorer results than no lab at all.

The Pennsylvania Project (1968) was begun in 1965 and again involved a large number of students learning French

and German. Groups using the language lab received two 25 minute sessions per week. Results indicated that there were generally no significant differences between those students using language labs and those having traditional instruction. Like the Keating Report, the Pennsylvania Project has been criticized for failing to control many non-experimental variables, and thus results should be interpreted with caution, (Flint Smith, 1970).

A small scale study by Doye (1964) attempted to control for the teacher variable. Two French classes were both taught by the same teacher. The variables of intelligence and socio-economic status were controlled for. The experimental class spent one period per week in a language lab. Doye concluded that the experimental class was superior to the control class in that situation.

The results of the language lab evaluations have produced mixed results. In reviewing the literature on language labs, Flint Smith (1970) concluded that, "machine-aided instruction is effective in either of two situations: (1) intensive language learning, and (2) semi or totally individualized learning. The language lab and its variations are least effective in an environment that specifies one or two periods of taped drill each week .... Yet the language laboratory can truly become a learning environment", (p.233).

It appears likely that language lab facilities could be used effectively for teaching programs of an individualized

nature if they present new and stimulating material in a brief intensive period.

Conclusions From the Skills Training and Language Lab Literature

The literature cited would suggest that there is support for the teaching of specific helping skills in the training of neophyte counsellors. Certain basic counselling skills have been shown to be facilitative to the therapeutic process. One approach to teaching these skills which has proven to be effective and time efficient is that of microcounselling. There are indications that skills taught using this approach generalize to actual situations, especially if their use is reinforced.

Programs developed by Calder (1978) utilize a shortened microcounselling approach to teach counselling skills in a self-instructional videotape mode. Emphasis is placed on modelling, rehearsal, and feedback which have proven to be important components in the skill learning process. To increase the effectiveness of imitation learning, only desirable behaviors are modelled. Support for the individualized nature of the programs is indicated by research suggesting that instructor supervision and peer feedback can be replaced by self-reinforcement from feedback.

There is some evidence to suggest that different aspects of skill performance are measured by different trainee response

modes. In evaluating skill training programs it would seem important to obtain dependent measures in both written and verbal modes.

Language labs have been shown to be effective in teaching programs of an individualized nature, especially if the material presented is stimulating and not too long. Language labs provide a number of advantages over regular classroom presentations. It seems likely that language lab facilities could be used to great advantage in presenting skill training programs of the Calder type to groups of counsellor trainees.

CHAPTER III

METHODOLOGY

Overview

The present study involved the development of a self-instructional video-taped program for teaching the communication skill of immediacy, and the evaluation of this and four other similar programs using language lab facilities. In this chapter the preparation of the Immediacy program is described, and the method of program evaluation is explained.

Program Development

The first step taken in conducting this study was to produce and film the Immediacy program. This involved defining the component skills to be taught, writing the script using the Calder model as a framework, and finally producing and filming the program. These steps are now described in more detail.

Defining the Communication Skill of Immediacy

The five self-instructional programs developed by Calder teach communication skills considered to be necessary in a helping relationship. A sixth skill, immediacy, was selected as a requisite addition to these communication skills. In

utilizing the microcounselling techniques of Ivey (1971), it was necessary to define immediacy in specific behavioral terms. Carkhuff (1969a, p.38) defines immediacy as, "the degree to which the helper both acts and directs the actions of the helpee immediately in the present to the relationship between helper and helpee". Egan (1975, p.37) describes immediacy as exploring "the here and now of the client-counselor interactions". The aim in using immediacy in therapy then, is to encourage the client to share his personal feelings and particularly those that he is currently experiencing. Communication is directed towards expression of personally relevant statements in the here and now rather than discussion of "other related" subjects such as a third person not present at the interview, or other impersonal topics. The focus in Carkhuff's and Egan's definitions of immediacy on the relationship between the client and counsellor is not stressed in this immediacy program. It was considered impractical using the self-instructional video-tape mode of presentation. Two behavioral components of the skill of immediacy were defined for the purposes of this program. These were (a) the counsellor response encourages the client to talk in the first person "I", and about themselves, (b) the counsellor response encourages the client to talk in the present tense about current concerns. The purpose of the Immediacy program was to teach these two component skills to trainees.

Program Design

The Immediacy program format followed the model developed by Calder (1978) and used on the other five programs. In viewing the program, the trainee experiences a number of vignettes in which a professional counsellor demonstrates the skill of immediacy in an interview with a client. Later, the trainee is asked to respond to client statements in a simulated interview situation. The program is intended to give the trainee experience in responding to a client coupled with the modelling of appropriate responses made by a professional counsellor. This gives the trainee the opportunity to practice different responses and make errors which would not be possible in a real interview. The immediate feedback of appropriate responses by the counsellor promotes self-evaluation and modification. The five basic components of this model were described in Chapters One and Two, and are shown in Table 1. The Immediacy program is introduced with a short statement giving the purpose of the program and a brief explanation of immediacy (see Appendix A). Preceding each section of the program are brief instructions detailing what the viewer is required to do. These are given in an encouraging manner to promote maximum participation, and are intended to cue the viewer to the relevant information.

A pool of client statements was composed for the first, third, fourth, and fifth sections of the program. These statements were also used for the written pre-test and post-

Table 1

Components of the Calder Model

	Components	Description of Components	Approximate Time (min.)
I.	Pretest Base level performance	Trainee responds to 6 different client statements	1.5
II.	Modelled Session	Counsellor models the specific skill in an interview	4.5
III.	Segmented Model	Counsellor models the specific skill in response to individual client statements	4.0
IV.	Practice and Self Evaluation	Trainee responds to 6 client statements and hears appropriate counsellor response following each	7.0
V.	Posttest	Trainee responds to 6 different client statements	1.5

test (see Program Evaluation, p.33). The content of the statements focussed on common, everyday concerns with applicability to an audience with a wide range of age levels and interests. They were kept short in length, and were carefully worded to insure the meanings were clear. The client statements tended to be impersonal and about non-immediate events so that immediacy responses would be clearly required from the trainee. Twelve statements were selected and randomly assigned to the pre-test and post-test. This was done so that equivalent difficulty levels for both tests could be assumed.

The modelling session in the program was conducted as a spontaneous interview between the counsellor and a client. The counsellor's responses focussed, for the most part, on encouraging immediacy to demonstrate this skill. Responses demonstrating immediacy made by the counsellor in other parts of the program were also spontaneous.

Filming and Production

The program was filmed in the Education audio-visual filming studio by a professional producer. The producer also did the editing. The program was produced in color on a three-quarter inch video cassette. The three clients in the program were undergraduate students in Education, two females and one male. An experienced psychotherapist modelled the part of the counsellor. The timing was considered to be an important element in producing a quality program. A

fifteen second pause was allowed for each trainee response. During this time, the client remained on the screen. The duration of each segment of the program is shown in Table 1. Since the program requires concentration and is quite demanding, the total duration was limited to approximately twenty minutes.

Using the Immediacy Program

The Immediacy program can be used with video-tape equipment or with an audio-tape recorder. The trainee requires a separate audio cassette tape recorder on which to make his or her responses. This allows the trainee to review his or her own responses and improve them if necessary. The six programs provide a set of self-instructional video-tapes that can be used by the trainee on his own time and at his own speed. An audio-taped version of the programs can be given to a group of people at the same time using language lab facilities. This system, used in the evaluation of the programs, is described in the following section.

Program Evaluation

Research Design

In the evaluation of the programs, a pretest-posttest design was used with a single group. The inclusion of a control group was considered inappropriate due to the short duration and the specific nature of the treatment. Two pre-test and post-test measures were taken for each subject,

one in a written mode and one in a verbal mode. Pre- and post-test measures involved the ratings of each subject's responses, rated according to a defined set of criteria. Subjective evaluations of the programs were obtained from the participants.

Sample

The subjects who participated in the evaluation were 44 teachers from Edmonton and the surrounding area who were enrolled in Educational Psychology 412 at the University of Alberta. This was a spring session course entitled "Communication in the Classroom", and was open only to practicing teachers. Participation in the communication programs was a requirement of the course. The class included 19 males and 25 females, with a wide range of ages. Three sections of the class participated in the evaluation. Eighty-nine percent of the class reported having had no previous training in the skills taught before this class. Eleven percent of the subjects reported having had some training in some of the skills taught. Because of equipment malfunction and some incomplete written pre-tests, the number of subjects used to evaluate the five programs varies. The sample size for each program evaluation is shown in Table 2 (see p. 42).

Experimental Setting and Procedure

The language lab facilities at the University of Alberta were used to present the programs to the subjects.

Within the lab, thirty recording stations are arranged in rows. Each station is equipped with headphones, a microphone, and a built-in cassette tape recorder. At the head of the room is the control console through which all the booth tape recorders can be controlled individually or collectively. In this study, all station tape recorders were controlled from the console. The subjects were able to adjust the volume to a comfortable level. A master cassette tape played from the console was relayed to all the headphones and recorded onto blank tapes at each station. At the appropriate times, the subjects' responses were recorded onto their respective tapes.

The written pre-tests were distributed two days prior to the treatments. The tests were composed of six client statements for each communication skill to be learnt (see Appendix B). The skills were briefly described and the subjects instructed to write in the appropriate response demonstrating the respective skill under each statement. The subjects were urged not to research the particular skills, or spend too much time on the tasks. Two forms of the written pre-test were constructed, Forms A and B, and assigned randomly to the subjects. For the written post-test, each subject received the alternate form to his or her pre-test form. This was done to eliminate any differences between pre- and post-test scores that might have been due to differences in difficulty levels between the two

tests.

The programs were administered in one day, taking approximately three hours for five programs. The class was divided into two groups. Twenty-five subjects completed the programs in the morning and nineteen in the afternoon. Upon arrival, the group was instructed in the use of the equipment. Some of this time was spent in reducing any anxiety that might have been present due to the novel environment. A very brief description of the programs and the skills to be learnt were given. It was indicated that the programs were self-explanatory. Three assistants were available to answer any questions or aid with problems should they arise. After each program, a short break was taken while the written post-tests were administered. A fifteen minute coffee break was taken after the third program. After the last program, the subjective evaluation questionnaires were administered to each subject. Following this, the instructor, Dr. Calder, demonstrated the applicability of the skills to the classroom situation by using examples.

For the morning group, the programs were presented in the following order: (1) Reflection of Content, (2) Immediacy, (3) Empathy, (4) Open-Ended Statements, and (5) Specificity and Concreteness. For the afternoon group, the order in which the tapes were presented was: (1) Immediacy, (2) Reflection of Content, (3) Empathy, (4) Specificity and Concreteness. In the afternoon, the master tape for the Open-Ended Statements

program malfunctioned; consequently this program was not administered. It was the initial intention of this study to evaluate six programs, the sixth being Reflection of Feeling. This tape malfunctioned in the morning and could not be administered.

Treatment of the Data

Trainee responses to the verbal and written pre- and post-tests were independently rated on a Likert-type scale by three judges. This process involved developing rating scales, training the judges, and conducting the ratings. These are described in the following sections.

Development of rating scales. The rating scales used in the present study were based on those developed by Carkhuff (1969a,b). Carkhuff uses a five-point scale as a discrimination tool. The scale is used to measure levels of competence in human relations skills. The scale has been applied to a number of different helping skills. Generally, the midpoint of the scale (3) refers to basic adequacy in the skill involved; a '5' indicates a very high degree of competence, and '1', an absence of ability in that skill. When using the scale, Carkhuff (1969a) describes what each point on the scale means for each skill. The adaptation of Carkhuff's scale which was used in the present study is found in Appendix C. A subjective evaluation form was developed using seven-point scales. The form was intended to appraise the subjects' reactions to the programs. A copy of the form

is included in Appendix E.

Training of the judges. Three judges were used for rating the two pre-tests and two post-tests. Two of the judges were graduate students in Educational Psychology (Counselling) with counselling experience, one of these being the present author. The third rater was a senior undergraduate student in Special Education with interests in counselling.

The judges were trained prior to rating the pre- and post-tests. A description of the rater role, along with an explanation of objectivity in rating and possible rater biases were given. Helmstadter (1970, p.378) makes the following suggestion for improving the reliability of ratings, "highly complex behaviors are best handled by being analyzed into specific components so that raters can observe each specific behavior separately". In the present study, the behavioral components of the communication skills to be rated were defined and explained to the judges (see Appendix D).

Trial ratings of sample responses were made until an eighty percent level of agreement was reached continuously by the three judges. Examples of responses at different levels were given.

Ratings. Ratings were conducted in a controlled setting. Verbal pre- and post-test responses were presented auditorally on cassette tape for rating. The written responses were rated from the subjects' forms (see Appendix B). All the responses for each program were rated together, rather than rating all

the responses for each subject. This was done to reduce the possibility of bias due to the halo effect. Two of the judges were blind to the conditions (pre- and post-test) and to the identity of the subject. This was not possible for the third judge who controlled the equipment.

Analysis of data. Inter- and intra-rater reliability coefficients were calculated for each program using the Pearson r. One-tailed correlated t-tests were computed for the ten variables. A level of significance of .05 was considered necessary to reject the null hypotheses. Other analyses included: (1) computation of a Pearson r correlation between written and verbal measures, (2) computation of a Pearson r correlation between subjective ratings and the performance increment or decrement of each subject, and (3) an analysis of the data using descriptive statistics.

CHAPTER IV

RESULTS AND DISCUSSION

In the present study the data collected were analyzed using statistical tests and descriptive statistics. The first statistical analysis involved calculating intra- and inter-rater reliability coefficients. Secondly, one-tailed t-tests were used to assess the relationship between pre- and post-test scores for each program. Thirdly, Pearson product moment coefficients were calculated, (1) to assess the correlation between subjects' performances and their subjective evaluations, and (2) to assess the equivalence of written and verbal modes of responding. The results are presented below along with the null hypotheses.

Reliability of Raters and Ratings

Dependent measures were obtained by having the three judges rate each of the subject's pre- and post-test responses for each program. The average of the three ratings was taken as the dependent measure. Approximately 4600 responses were rated by each judge. Guilford and Fruchter (1973) propose that the pooling of judgments from two observers "... yields increased reliability in a manner found for the doubling of a test in length", (p.422). Presumably, using three

judges will give further increases in reliability.

Two methods were used to calculate rater reliability. The first involved calculating the Pearson product moment coefficient between each pair combination of judges and taking the mean value of this. The results shown in Table 2 indicate an average inter-rater reliability of .73 for verbal responses, and an r of .65 for written responses. These results are comparable to inter-rater reliability coefficients found in studies using similar rating scales, (DiMittia & Arndt, 1974; Haase & DiMittia, 1970; Ivey, et.al., 1968; Kuna, 1975) and are considered adequate.

It was noted that the written responses generally tended to have a lower rater reliability than the verbal responses. This difference may be due to the fact that written responses are not accompanied by aural cues such as voice inflection, intonation, and verbal emphasis. Also, the judges appeared to be more consistent in their ratings of the Reflection of Content and the Open-Ended Statements programs than in their ratings of the other programs. This may be due to the less specific nature of the skills of Empathy, Immediacy, and Specificity.

The second method used to calculate rater reliability involved finding intra-class correlations (Guilford, 1954). Correlations are calculated between each judge's rating and the mean value of that measure. The results indicate how closely each judge's ratings correlate with the dependent

Table 2

Average Inter-rater Reliability Coefficients for Each Program

Program	Verbal	n	Written	n
Reflection of Content	.82	44	.72	41
Empathy	.62	44	.66	41
Immediacy	.74	44	.59	40
Open-Ended Statements	.77	25	.72	22
Specificity	.71	44	.54	39
Overall Average	.73		.65	

measure. An average r of .90 for verbal responses, and an average r of .86 for written responses were obtained. Reliability coefficients for each program are shown in Table 3.

Since one of the judges was the present author, it was considered necessary to demonstrate the his ratings were not more lenient than those of the other judges. Leniency bias would be reflected in pre-test post-test differences. Consequently, intra-rater reliability coefficients were calculated between the judge's ratings and the pre-test post-test differences. The present author is listed in Table 4 as Rater #1. Reliability coefficients for Rater #1 are generally as high or higher than those of the other raters (see Table 4). The results suggest that it is unlikely that leniency bias would be a significant factor in the reliability of the ratings. It was concluded that the judges could reliably rate the skills defined in Appendix C.

Treatment Effects

The first ten null hypotheses to be tested were concerned with treatment effects. These null hypotheses are presented below.

Null Hypothesis #1 states, "The mean ratings of the post-test responses will not be significantly higher than the mean ratings of the pre-test responses for the Reflection of Content program verbal responses, ($p < .05$)."

Table 3

Average Intra-rater Reliability Coefficients for Each Program

Program	Verbal	n	Written	n
Reflection of Content	.94	44	.89	41
Empathy	.86	44	.88	41
Immediacy	.91	44	.82	40
Open-Ended Statements	.92	25	.90	22
Specificity	.88	44	.80	39
Overall Average	.90		.86	

Table 4

Intra-rater Reliability Coefficients Calculated

on the Differences between Pre and Post Tests

	Program											
	Reflection of Content		Empathy		Immediacy		Open-Ended Statements		Specificity		Rater Averages	
Rater	V[a] (44)[c]	W[b] (41)	V (44)	W (41)	V (44)	W (40)	V (25)	W (22)	V (44)	W (39)	V	W
1	.91	.90	.85	.87	.84	.91	.95	.96	.85	.93	.88	.91
2	.94	.92	.83	.90	.89	.85	.95	.95	.81	.89	.88	.90
3	.92	.90	.77	.89	.85	.79	.89	.88	.82	.82	.85	.86
$\bar{x}$	.92	.91	.82	.89	.86	.85	.93	.93	.83	.88	.87	.89

[a]Verbal responses

[b]Written responses

[c]Number of subjects

Null Hypothesis #2 states, "The mean ratings of the post-test responses will not be significantly higher than the mean ratings of the pre-test responses for the Reflection of Content program written responses, ($p < .05$)".

Null Hypothesis #3 states, "The mean ratings of the post-test responses will not be significantly higher than the mean ratings of the pre-test responses for the Empathy program verbal responses, ($p < .05$)".

Null Hypothesis #4 states, "The mean ratings of the post-test responses will not be significantly higher than the mean ratings of the pre-test responses for the Empathy program written responses, ($p < .05$)".

Null Hypothesis #5 states, "The mean ratings of the post-test responses will not be significantly higher than the mean ratings of the pre-test responses for the Immediacy program verbal responses, ($p < .05$)".

Null Hypothesis #6 states, "The mean ratings of the post-test responses will not be significantly higher than the mean ratings of the pre-test responses for the Immediacy program written responses, ($p < .05$)".

Null Hypothesis #7 states, "The mean ratings of the post-test responses will not be significantly higher than the mean ratings of the pre-test responses for the Open-Ended Statements program verbal responses, ($p < .05$)".

Null Hypothesis #8 states, "The mean ratings of the post-test responses will not be significantly higher than the mean ratings of the pre-test responses for the Open-Ended Statements program written responses, ($p < .05$)".

Null Hypothesis #9 states, "The mean ratings of the post-test responses will not be significantly higher than the mean ratings of the pre-test responses for the Concreteness and Specificity program verbal responses, ($p < .05$)".

Null Hypothesis #10 states, "The mean ratings of the post-test responses will not be significantly higher than the mean ratings of the pre-test responses for the Concreteness and Specificity program written responses, ($p < .05$)".

Findings. Correlated one-tailed *t*-tests were used to test null hypotheses one to ten. The results are reported in Tables 5 (verbal format) and 6 (written format). A significant difference was found between the post-test measures and pre-test measures for each of the programs in both response conditions (verbal and written). Since in each test, the calculated *t* value exceeded the *t* value for the .05 level of significance, the null hypotheses one through ten were rejected.

An increase in the mean rated performance of approximately one scale point was noted for the Reflection of Content program in both the verbal and written conditions. In the written condition, there was also a mean increase of approxi-

Table 5

Means, Standard Deviations and t Values for

Pre and Post Tests (Verbal Format)

Program	Pre		Post		df	t	p*
	Mean	SD	Mean	SD			
Reflection of Content	2.24	0.85	3.26	0.59	43	8.81	.000
Empathy	2.34	0.45	3.08	0.38	43	13.32	.000
Immediacy	2.12	0.56	2.74	0.56	43	7.08	.000
Open-Ended Statements	2.59	0.61	3.12	0.29	24	4.83	.000
Specificity	2.63	0.48	3.14	0.25	43	7.75	.000

*One-tailed

Table 6

Means, Standard Deviations and t Values for

Pre and Post Tests (Written Format)

Program	Pre		Post		df	t	p*
	Mean	SD	Mean	SD			
Reflection of Content	2.36	0.64	3.41	0.40	40	11.99	.000
Empathy	2.26	0.51	3.23	0.42	40	11.58	.000
Immediacy	2.29	0.56	2.89	0.34	39	7.28	.000
Open-Ended Statements	2.39	0.43	3.02	0.30	21	6.18	.000
Specificity	2.51	0.52	3.44	0.23	38	12.57	.000

*One-tailed

mately one scale point on the programs of Empathy, and Specificity. Smallest performance increases (but still significant) were shown on the programs of Immediacy and Open-Ended Statements. In general, the mean pre-test scores were approximately 2.35 $\pm$ 0.25 compared with 3.00 $\pm$ 0.25 for the mean post-test scores. Since a three level on the Carkhuff scale refers to competency in the skill involved (Carkhuff, 1969a,b), it can be assumed that the average trainee developed adequate competence in the skills being taught.

The standard deviations for the post-test scores were consistently smaller than the standard deviations for the pre-test scores for each program. This decrease in variability is characteristic of training programs which teach specific skills. These findings demonstrate that after taking the programs, the trainees responded more uniformly at approximately the mean level.

Null Hypothesis #11 states, "There will be a zero correlation between verbal response ratings and written response ratings on the Reflection of Content program, ($p < .05$)".

Null Hypothesis #12 states, "There will be a zero correlation between verbal response ratings and written response ratings on the Empathy program, ($p < .05$)".

Null Hypothesis #13 states, "There will be a zero correlation between verbal response ratings and written response ratings

on the Immediacy program, ($p < .05$)".

Null Hypothesis #14 states, "There will be a zero correlation between verbal response ratings and written response ratings on the Open-Ended Statements program, ($p < .05$)".

Null Hypothesis #15 states, "There will be a zero correlation between verbal response ratings and written response ratings on the Concreteness and Specificity program, ($p < .05$)".

Findings. Pearson product moment coefficients were calculated for the written and verbal response ratings for each program, both for the pre-test and the post-test. The results are reported in Table 7.

Table 7

Correlations Between Ratings of

Verbal and Written Responses

	Reflection of Content n=39	Empathy n=39	Immediacy n=38	Open-Ended Statements n=22	Specificity n=37
Pre-Test	.55*	.49*	.32*	.21	.19
Post-Test	.36*	.27*	.33*	.30	.09

*significant at .05 level

Correlations for the programs Reflection of Content, Empathy, and Immediacy were significantly different from zero. Therefore, null hypotheses 11, 12, and 13 were rejected. Correlations for the programs Open-Ended Statements, and Specificity were not significantly different from zero, and therefore null hypotheses 14 and 15 were not rejected.

These correlations are dependent to a certain extent on reliability of the rating. Thus, error variance due to rating differences between judges would tend to lower the correlations between verbal and written responses. In these results the programs which had lower rater reliability have lower correlations between ratings of verbal and written responses.

Null Hypothesis #16 states, "There will be a zero correlation between mean performance increases on the programs and the subjective evaluation ratings, ($p < .05$)".

Findings. A Pearson product moment coefficient was calculated for the mean pre-test post-test differences and the subjective ratings. A correlation of .24 was obtained ($p = .054$). Therefore, null hypothesis 16 was not rejected at the $p < .05$ level. However, the results do suggest that there is some positive relationship between a trainee's subjective evaluation of the programs and his overall increase in performance over the five programs.

Descriptive Statistics

In this section the data is described in terms of percentages of subjects falling within the respective categories. The categories involved are the scale intervals used in the ratings.

Pre-test and Post-test Measures

Pre-test and post-test measures consisted of ratings on a Carkhuff-type five-point scale. The scale points were interpreted in the following ways: 1 - an absence of ability in that skill, 3 - competence in that skill, and 5 - a very high degree of proficiency in that skill (see Chapter III, p.37 for a detailed explanation). A frequency count was made of each subject's mean score for each program pre-test and post-test. These frequencies are reported as percentages of the total number of subjects in Table 8. The calculations are reported for the verbal measures only since the rater reliability was higher than on the written measures.

A frequency count was also made of the mean change each subject made between the pre-test and post-test. These results are reported in Table 9. The majority of subjects made increases of one scale point or more on the Reflection of Content, Empathy, and Immediacy programs. Slightly less than half of the subjects made improvements of one scale point or more on the Open-Ended Statements, and Specificity programs. This lower frequency of improvement may be due

Table 8

Percentage of Subjects in Each Category
for Pre- and Post-Tests (Verbal Condition)

		Pre-Test				
		Scale				
Program	n	1 no ability	2	3	4	5 very superior ability
Reflection of Content	44	23%	45%	27%	5%	0%
Empathy	44	7%	59%	34%	5%	0%
Immediacy	44	20%	57%	23%	0%	0%
Open-Ended Statements	25	4%	32%	64%	0%	0%
Specificity	44	5%	27%	68%	0%	0%

		Post-Test				
		Scale				
Program	n	1 no ability	2	3	4	5 very superior ability
Reflection of Content	44	0%	11%	56%	30%	3%
Empathy	44	0%	5%	86%	9%	0%
Immediacy	44	2%	39%	52%	7%	0%
Open-Ended Statements	25	0%	0%	92%	8%	0%
Specificity	44	0%	4%	91%	5%	0%

Table 9

Percentage of Subjects Showing Increase or Decrease in Performance

Program	Amount of Change in Scale Points					
	Decrement	Zero	One	Two	Three	Four
	-0.50--0.01	0.00-0.49	0.50-1.49	1.50-2.49	2.50-3.49	3.50-4.49
Reflection of Content n=44	5%	25%	36%	34%	0%	0%
Empathy n=44	0%	22%	73%	5%	0%	0%
Immediacy n=44	11%	29%	53%	7%	0%	0%
Open-Ended Statements n=25	8%	44%	44%	4%	0%	0%
Specificity n=44	9%	43%	45%	3%	0%	0%

to the reasonably good level of ability demonstrated by many of the subjects on the pre-test of these two programs (see Table 8).

Subjective Evaluations

The subjective evaluation form was administered at the end of the training session. The trainees were asked to rate their responses to a number of questions on seven-point scales (see Appendix E). The questions and the percentage of trainees rating each point are reported in Table 10.

In response to Question 7: "Have you had any previous training in these skills?", 89% of the trainees responded "no", and 11% of the trainees responded "yes". The responses made to Question 8: "Can you suggest any improvement that might be made to these programs?", focussed for the most part on three issues. In order of their importance, they were:

1. More practice is needed on these skills to reach proficiency.
2. More time is needed to go through the programs again and improve on our (the trainees') responses.
3. Five programs are too exhausting to take at one time. They should be spread over a longer period of time, perhaps one per class.

Some other suggestions made by individuals were: (a) project the video image from the programs onto a screen in

Table 10

Percentage of Subjects Responding on Each Category

on the Subjective Evaluation Questions

Question:								
1. I think I know these skills _____.		not at all						very well
		1	2	3	4	5	6	7
	Percentage	0%	7%	15%	28%	37%	13%	0%
2. If required to perform these skills I would now have ____ confidence in my ability to do so.		little						a great deal of
		1	2	3	4	5	6	7
	Percentage	0%	0%	15%	28%	37%	20%	0%
3. In teaching these skills the programs were ____.		not effective						very effective
		1	2	3	4	5	6	7
	Percentage	0%	0%	4%	13%	29%	39%	15%
4. I found the programs to be ____.		not enjoyable						very enjoyable
		1	2	3	4	5	6	7
	Percentage	0%	2%	4%	22%	24%	28%	20%

Table 10 Continued

5. When compared to a lecture type presentation these programs taught "communication skills" ____.		less efficiently						more efficiently
		1	2	3	4	5	6	7
	Percentage	0%	0%	0%	4%	18%	39%	39%
6. In general I would describe the tapes as being of ____.		low quality						high quality
		1	2	3	4	5	6	7
	Percentage	0%	0%	2%	7%	30%	39%	22%
9. My general reactions to these programs were ____.		highly negative						highly positive
		1	2	3	4	5	6	7
	Percentage	0%	0%	0%	11%	24%	50%	15%

front of the lab, and (b) make the client statements more specific, e.g., situations specific to the classroom. The responses to Question 9 were used to calculate the correlations between subjective evaluations and performance. On a scale of seven, the mean response for this question was 5.7 and the standard deviation was 0.90.

In personal communication with the present author, four trainees indicated that they were going to try using the communication skills in their classrooms. One trainee stated that he thought the skill of immediacy would be very useful in dealing with interpersonal problems with students. In general, the response to the programs seemed to be quite favorable.

Summary of Results

Intra and inter rater reliabilities were calculated between the three judges and found to be adequate. Pre-test post-test differences on the dependent measures were tested using correlated one-tailed *t*-tests. Post-test measures were found to be significantly higher than pre-test measures on all programs. In examining the relationship between ratings of verbal and written responses, it was found that the correlations for the programs Reflection of Content, Empathy, and Immediacy were significantly greater than zero. The correlations for the programs Specificity, and Open-Ended Statements were not significantly greater than zero. However,

all the correlations were positive. The Pearson product moment coefficient calculated between each trainee's subjective rating and their mean pre-test post-test difference was not significantly different from zero.

Using descriptive statistics, frequency counts indicated that on the pre-test measures, the majority of trainees tended to be at the "2" level, and on post-test measures, the majority of trainees tended to be at the "3" level. In looking at change from pre-test to post-test, the majority of trainees increased by approximately one level. However, there was a certain amount of variability in these frequencies from program to program. Subjective evaluations made by the trainees tended to be quite favorable.

Discussion

The results of the present study clearly indicated that the programs were effective in producing change in the defined skills in a fairly short period of time. The following discussion considers some possible factors that influenced the effectiveness of the programs.

Program Effectiveness

The order in which the programs were presented and the complexity of the skill involved are possibly two interrelated factors which may have influenced effectiveness. The reflection of content skill was considered not too complex in that it is not necessary to "go beyond" what the client

has said. That is, to achieve basic adequacy in this skill, all that is required is a restatement of the client's response. This program was presented as the first treatment to the morning group of subjects. The Immediacy program was presented first to the afternoon group. Both these programs showed a large percentage of subjects rated at the one level (no ability) on the pre-test measure compared with the other programs (see Table 8). Since the subjects were unfamiliar with the language lab facilities, this may have had the effect of lowering their verbal pre-test performance. Overall, the Reflection of Content program appeared to be the most effective treatment. The subjects showed the greatest amount of change in terms of the mean differences between pre-test and post-test ratings. The program had the greatest percentage of subjects achieving a gain of two scale points (see Table 9), and 30% of the subjects responded at the four level on the post-test (see Table 8). In contrast to this, the Immediacy program showed a smaller amount of change. Less than 10% of the subjects achieved a gain of two scale points. However, the majority showed a gain of one scale point (see Table 9). Less than 10% of the subjects responded at the four level on the post-test, and 39% were responding at the two level (see Table 8). This was possibly due to the more complex nature of the skill of immediacy combined with it being the first program for the afternoon group. It seems warranted to suggest that in future use,

the first program presented should be one involving a less complex skill.

A related factor possibly influencing effectiveness was probable interdependence of the respective skills. It is unlikely that the skills are independent of one another. For example, the skill of empathy would seem to be dependent on reflection of content, reflection of feeling, and immediacy. Consequently, ability to reflect content would likely influence performance on empathy measures. This factor may have had the effect of raising performance on the pre-test measures as reflected in the high percentage of subjects responding at the two and three levels on the pre-test for the Empathy, Open-Ended Statements, and Specificity programs (see Table 8).

The model responses given by the experienced counsellor in the programs were generally at a three or four level. (In producing the programs it was decided that four and five level responses would be too confusing for beginning trainees.) The level of the model's responding may also have been a factor influencing the outcome measures. The programs Open-Ended Statements, and Specificity were considered to be teaching two of the less complex communication skills. A large percentage of the subjects performed at a three level on the pre-test measures for these programs. After the treatment, very few subjects performed at the four level, presumably because this behavior was not modelled.

However, the treatments did have the effect of bringing practically all the subjects up to a three level of responding. One might conclude that these two programs are effective in teaching low ability subjects proficiency in these skills but they do not appreciably change the level of ability of subjects already competent in the skills.

Equivalence of Written and Verbal Measures

If written and verbal modes of responding demonstrated equivalent performance, a fairly high correlation between the two modes would be expected. Although for three of the programs, the correlations were significantly different from zero (see Table 7), they were still not considered to be very highly correlated. There is a possibility that the measures correlated may not have been reliable enough to evaluate any relationship between the two modes. However, overall these results do not support using verbal measures and written measures interchangeably.

Subjective Evaluations

In rating their responses to the subjective evaluation questions, the subjects tended to be more "modest" in their responses to questions dealing with their own perceptions of their ability. When rating responses to questions dealing with the effectiveness and quality of the programs, the ratings were favorably high. The three major suggestions made by the subjects were considered valid by the present

author. In future utilization of the programs, these suggestions will be incorporated.

Summary of Discussion

A number of factors appear to influence the effectiveness of the programs. Those hypothesized were, complexity of the skills being taught, the order in which the programs are presented, the interdependence of the skills, and the skill level of the model's responses. Overall, these programs used in the language lab have the effect of bringing a group of trainees with little or no ability in the respective skills up to a level of proficiency. They do not appear to teach to a "very superior" level of ability, nor was that their intention. Results comparing written and verbal modes of responding suggested that these are not interchangeable. Subjective reactions to the programs were very positive.

CHAPTER V

SUMMARY AND CONCLUSIONS

In this chapter a brief summary of the study and results is given along with limitations and implications of the study, and suggestions for further research.

Summary of Study and Results

The first major objective of the present study involved the development and production of a self-instructional videotaped program for teaching the communication skill of immediacy. The program was developed using the Calder model format. This model involved establishing a base rate, providing various modeled example responses, practice and rehearsal with feedback, and finally an evaluation period. Production of the program was carried out in the Education filming studios with help from several members of the Faculty of Education.

The second major objective was to evaluate the effectiveness of this program and four other programs using language lab facilities. The four other programs were designed to teach the communication skills of: reflection of content, responding empathically, making open-ended statements, and encouraging concreteness and specificity. Two secondary

objectives considered relevant to this area of study involved determining whether there was a performance relationship between written and verbal responses, and determining whether there was a relationship between a trainee's rated performance and his subjective evaluation ratings of the programs.

Forty-four teachers from Edmonton and the surrounding area who were enrolled in an undergraduate course entitled "Communication in the Classroom" participated in the evaluation as trainees. The data collected included verbal responses and written responses to client statements given before and after each program. Subjective evaluations were also collected from the trainees. Each of the pre-tests and post-tests for the five programs consisted of six client statements to which the trainee was required to reply with an appropriate response. Three judges rated each of the responses on a five-point Carkhuff-type scale. The dependent measures were the mean of the six rated responses averaged over three judges. Analyses of the data included, (1) one-tailed *t*-tests calculated for pre- and post-test differences, (2) Pearson r correlations between verbal and written responses and between performance gains and subjective evaluations, and (3) descriptive statistics showing percent change. A .05 level of significance was considered necessary for rejection of the null hypotheses.

The statistical results, reported in the previous chapter

demonstrated that post-test measures were significantly higher than pre-test measures for all programs on both written and verbal responses. Frequency counts indicated that on pre-test measures, the majority of trainees tended to be at the "two" level, and on the post-test measures the majority of subjects tended to be at the "three" level. The performance level of the majority of trainees increased approximately one scale point from pre-test to post-test.

The correlations between ratings of verbal and written responses were significantly greater than zero for the programs Reflection of Content, Empathy, and Immediacy. The correlations for the programs Specificity, and Open-Ended Statements were not significantly greater than zero but were positive. None of the correlations were considered to be particularly high.

The correlation between the trainees' subjective evaluation ratings and their mean pre-test post-test differences was not significantly greater than zero. The subjective evaluations made by the trainees were on the whole, very positive toward the programs.

Conclusions

The primary purpose of this study was to produce an effective program for teaching a specific counselling skill and then to demonstrate its effectiveness using language lab facilities. The results indicated that these objectives

were achieved with a significant degree of success. Carkhuff and Berenson (1967) suggest that a level of 3.0 should be a basic goal in training counsellors. Assuming the rating in the present study was equivalent to Carkhuff's, the majority of trainees in this study demonstrated a post treatment performance of level 3.0 or greater. This approach then, would appear to be effective as a basic training program.

Although there are various approaches for teaching basic counsellor skills, the use of the Calder programs in the language lab appears to have a number of advantages. A major advantage is that of time efficiency. Using the programs in a language lab, five communication skills can be taught in a total period of three hours. (Preferably, the programs would not be presented in one three hour period.) In comparison, using regular microcounselling techniques, Ivey (1974) reported that a session for teaching reflection of feeling (one skill) usually required two hours. Although the two approaches may not be directly comparable, the Calder programs do provide a short but intensive training session.

The language lab facilities provide an efficient method of presentation in that one instructor can administer the programs to thirty students. In the microcounselling approach, the supervisor typically instructs a group of four or five students (Ivey, 1971). The language lab system allows the instructor to converse with individual students who need assistance through microphones and headsets. The language

lab system also allows the trainee control over his recording system so that review and extra practice are possible. This option was not utilized in the present study due to limited time.

Limitations

Various limitations of the present study were noted. Firstly, as indicated above, no time was allotted for review and extra practice of the skills. It seems likely that review and practice would substantially increase the effectiveness of the programs. Review is an integral part of the micro-counselling paradigm (Ivey, 1971). Secondly, no feedback was given to the trainees on their performance, although some trainees did request and obtain feedback after the responses were rated. To obtain maximum benefits from the programs, a review and discussion of the skills and the various responses would likely be helpful.

Thirdly, in using the programs in the language lab, the trainees had no control over the pace at which they worked through the exercises. When these programs are used individually with a video cassette, the pace can be controlled by using the pause button. This may be of benefit for some trainees.

Fourthly, the six basic counselling skills taught by these programs are not the only communication skills that counsellors use. For example, at certain times in a therapy session, closed questions are just as important as open-

ended questions. This suggests that the programs would be best used as part of a comprehensive counsellor training program in which all components of counselling were taught.

Finally, in the present study, generalization of the skills beyond the training laboratory was not investigated. The literature reviewed in Chapter Two indicated some support for the transfer of skills to actual "on the job" interviews. However, it is likely that these skill behaviors would have to receive reinforcement before they were utilized continuously. It was assumed in this study that there would be some carry-over of the skills to the classroom.

Implications

A number of implications of the present study are evident. The programs presented in a language lab were shown to be effective in teaching a group of untrained subjects competence in a number of counselling skills. It would seem probable that higher levels of competence (i.e., levels four or five) could be taught using a similar approach. Further programs teaching the same skills might be produced in which the experienced counsellor modelled responses at a high level (i.e., level five), and which included more practice and rehearsal. More individual supervision by the instructor would probably be necessary for these programs.

Given that the model used in this study provided an efficient method for teaching the skills described, it is

probable that other counselling skills could be taught equally as effectively. Counsellor self-disclosure and confrontation are two helper skills described by Egan (1975) that could be taught using this model. With modifications to the model, other less verbally oriented skills such as genuineness, and respect might also be taught.

The programs have already been used for teaching communication skills to beginning Masters level counsellors, undergraduate students in counselling courses, and practicing teachers. The programs might well be used in other settings particularly if the responses in the training exercises were modified to suit the setting. One such application might be in teaching nursing students effective communication skills for interacting with patients. Further applications might be made in teaching marital communication skills to facilitate marriage counselling, and in teaching various speech utterances to supplement speech therapy.

In summary, the following suggestions were made for further research:

1. Develop further programs to teach the same skills at higher levels of ability.
2. Develop further programs to provide more practice, rehearsal, and feedback for these skills.
3. Develop similar programs to teach other counselling skills.
4. Develop and evaluate programs for use with other

trainee populations such as nursing students, and marriage counselling clients.

5. Evaluate the effectiveness of these programs used as one component of a comprehensive counsellor training program.

The present study has focussed on the development and evaluation of programs for teaching counselling skills. The results suggest that these programs or ones like them, should be used as part of a comprehensive training program for counsellors. The present author would like to conclude by suggesting that although skill training is basic to the preparation of new counsellors, proficiency in counselling skills is only one component of effective counselling. In the words of Mahon and Altmann (1977, p.49), "Personal qualities underlying and unifying 'skills' need as much or more emphasis as the skills themselves".

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APPENDIX A

TRANSCRIPT OF THE IMMEDIACY PROGRAM

IMMEDIACY

The purpose of this program is to teach you how to respond to a client in such a way that you encourage him or her to deal with issues in a personal and immediate fashion. By responding in this way, you encourage the client to talk in the "here and now". Following, you will hear six client statements. After each of the client statements, there will be a 15 second pause, during which time you are to make a response that will encourage immediacy in the conversation. At the end of the program, you will be given six similar client statements with which you can assess your improvement. Here is the first client statement. Try to make your best response to encourage the client to talk in the "here and now".

Statement #1: It's so unfair at work; the little guy never gets a chance.

Statement #2: There's no point in talking anymore.

Statement #3: Teachers are boring. In fact, everything about school is a bore.

Statement #4: People never answer questions honestly.

Statement #5: Everyone thinks he treats me well.

Statement #6: Things generally work out great.

The program which follows will take about 20 minutes. Listen carefully and follow along with the exercises. You are about to hear myself in a brief session with David. During this session, I will encourage David to talk in the present - to talk about himself in the first person. Note how I centre the conversation on the client, and encourage him to use the first person "I". Note also, how I bring the conversation into the present so that the focus is on immediate events. This helps the client to focus on himself and on the "here and now". In this segment I am demonstrating this one counselling skill, immediacy. In an actual interview, it would be wise to use a number of skills. Focus on my responses. Later you will be asked to make similar types of responses.

Cl: People are getting really upset about the government these days.

Co: Dave, I'm wondering how is this sort of affecting you - how does it affect you now?

Cl: Well, alot of people I've talked to are really concerned about the way the government is encroaching on their lives.

Co: I sense - is there some concern - do you have some concern that the government is encroaching on yourself?

Cl: Yeah - it really bothers me, and it's really difficult to live in this way when the government is becoming so involved. It used to be so much better a few years ago.

Co: So, right now you can remember when things were better. But right now you sort of feel there's encroachment - snooping?

Cl: Yeah - alot of things like that. I think that people were much happier twenty or thirty years ago when the government was in the capital and didn't concern itself as much with people's lives.

Co: Right now, Dave, how does this sort of affect you? Like what kind of reaction do you have to this right at this time? You're talking about these other people, but what about you, right now?

Cl: I feel that the interference is unnecessary, and I think that it's causing all sorts of problems in our society - and I think that in the future, people are going to get more and more upset by things as changes take place faster and faster.

Co: So right now, when you think of the future - you sort of have these immediate concerns right now, that down the road things might not be so good.

Cl: I'm sure that things are going to get much worse later on - uh, and - and I'm really afraid of this happening. I think that many people in our society are - are getting very upset with what's happening - alot of people really don't know where they're heading.

Co: So you have this concern of people being upset, people feeling lost - these are the kinds of things that are bothering you right now.

Cl: Yeah - yeah, I think that alot of people are looking for the stability that used to exist in our society. And now there isn't anything like that. It's so fast-paced and people really don't enter into solid relationships any longer.

Co: I get the feeling that you're sort of looking - like, you would really like to have this stability, and the knowledge of where to go - you know, where you're going, where you came from - that kind of thing.

Cl: I think that lots of people are - I'm no different than them. It's something that's really important for people - and without it, people's lives are - are - far less productive.

Co: Something that's very meaningful for you - something that's meaningful for you, as well as for other people, but - for you too.

Cl: Yeah - I'm concerned about these things that are taking place and in twenty years - heaven knows what our society is going to be like and - and, that's bothersome to so many people.

Co: I'm wondering - right now, you're thinking about twenty years from now, but right now, what kind of impact is this having on you - on your life at this time - how are you sort of feeling right now?

Cl: I'm upset - and, bothered by it - and I don't think it needs to happen. I think that the people of our community needn't have these things thrust upon them the way its going. And, the government should react to people in a more human way.

Co: You're a little bit mad - you're frustrated, but a little bit mad that things are happening that shouldn't happen - and that's your concern right now.

Cl: Yeah - yeah, I can see on the street that anger is taking place in people - you can see it on their faces - it's - it's a frightening thing to see.

Co: And it's - it's frightening to look around you and see so many people getting buggered over by the government - so many people getting turned off.

Cl: We live in a community with strangers - we all seem to be strangers and no one is communicating with one another anymore.

Co: And you'd sort of like to reach out and be in contact with people but people are very much estranged from each other.

Cl: Yeah - it's really difficult.

In this session, I tried to encourage immediacy in David's responses. Note how I encouraged the client to centre on what was going on at that moment, and to focus on himself. You will now hear five client statements. After each statement, I will give a response which encourages the client to be immediate. See if you can think of an appropriate response before I make my response.

Statement #1

Cl: People don't realize how good they have it in school until they leave.

Co: You're saying "people" - but I sense that you're realizing now that you really had it good when you were in school.

Statement #2

Cl: Parents can be counted on to help out in most things.

Co: You're feeling right now, that if you need help, you have someone to turn to.

Statement #3

Cl: It's about kids these days - they just don't seem to have any respect for their elders.

Co: You're sort of - disappointed. Like, you'd like to get the respect of kids - to have their respect.

Statement #4

Cl: They're always spending money and wasting time.

Co: You feel that they shouldn't fool around so much - shouldn't be so wasteful.

Statement #5

Cl: Summers were always such happy times.

Co: Right now, you're thinking about all the good times you had in past summers.

You are now going to hear a series of client statements. After each statement, there will be a 15 second pause during which time you are to make a response encouraging immediacy on the part of the client. After you have been given time to make your response, you will hear the response that the counsellor made. Compare you responses - perhaps yours is

better. Remember to concentrate on encouraging immediacy on the part of the client.

Statement #1

Cl: A person used to be able to get a job after finishing university.

Co: Right now you're really concerned that you won't be able to get a job.

Statement #2

Cl: The future will turn out alright.

Co: You're really hoping now that the future's going to turn out OK.

Statement #3

Cl: Maybe next time, things will work out OK.

Co: Right now you're hoping that things won't get messed-up like they did this last time.

Statement #4

Cl: Dorm life is so much fun that nobody gets any work done.

Co: You're really enjoying yourself at the dorm.

Statement #5

Cl: Marriage is no good. It usually ends in separation anyway.

Co: The way you're looking at marriage right now - you sort of think it's a hopeless situation.

Statement #6

Cl: Most girls at this age aren't very fond of their younger sisters.

Co: You're feeling that this kind of behavior could normally be expected.

Statement #7

Cl: Money gives a person so much freedom.

Co: I get the feeling that you'd really like to have alot of money and the freedom that would go along with it.

Statement #8

Cl: Programs like this are so taxing.

Co: Right now, you're just waiting for some kind of relief from taking these programs.

This program will end with your being given the chance to give an immediacy response to six different client statements. Try to do as good a job as possible, as your responses will give good evidence as to how well you have mastered this skill. Here is the first statement. Remember to make your best response.

Statement #1: People just can't be trusted.

Statement #2: If everyone could just go somewhere and start it all over again.

Statement #3: There's just no room for that kind of person in this society.

Statement #4: The world is in a terrible mess.

Statement #5: Room-mates like that should be taught a lesson.

Statement #6: Dad had so many rules to follow.

That's the end of the program. There are other types of programs in this series that you might want to take. Remember, what has been taught is just one skill that once mastered, can help you in counselling. Like any tool, it must be used at the appropriate time, and with the appropriate attitude. So that you won't forget this skill, make the effort to practice it with your friends.

APPENDIX B

WRITTEN PRE- AND POST-TESTS STATEMENTS

Reflection of Content

(Form A)

In the following exercise, make a response that will demonstrate to the client that you have understood the content of their statement.

Things are going really well at work for me.

Pretty soon the holidays will start, then I will be free.

My wife tells me I'm lazy.

I try to save money but it is really hard.

I am really interested in music.

Sometimes she does things that you wouldn't expect.

Reflection of Content

(Form B)

In the following exercise make a response that will demonstrate to the client that you have understood the content of their statement.

I have so many things to do, I don't know where to start.

_____

_____

_____

With the country the way it is right now, I don't want to be around for the future.

_____

_____

_____

Whenever the boss comes around I get really flustered.

_____

_____

_____

I think most people are interesting once you get to know them.

_____

_____

_____

Learning things has never been a problem for me.

_____

_____

You don't understand my predicament.

_____

_____

Responding Empathically

(Form A)

In the following exercise make a response that will demonstrate to the client that you understand the meaning and feeling of what they have said. That is, respond empathically to the client's statement.

I get so worked up at exam time that I am sure that I come out looking like a dummy.

_____

_____

_____

The more you do the less you are appreciated.

_____

_____

_____

Back home people always did things for each other.

_____

_____

_____

In the last few months I haven't had a weekend to myself.

_____

_____

_____

It seems that the only solution is to just run away.

_____

_____

It's hard always being the new kid in school.

_____

_____

Responding Empathically
(Form B)

In the following exercise make a response that will demonstrate to the client that you understand the meaning and feeling of what they have said. That is, respond empathically to the client's statement.

Whenever she's around things seem to go well.

I get really absorbed in the work I am doing at the moment.

My parents have all these plans for me but I am not so sure.

Often people seem to give me the cold shoulder.

Maybe I wasn't as good a mother as I should have been.

Having a new baby in the family is really going to be fun.

Immediacy

(Form A)

In the following exercise you are to write a response that will encourage the client to talk about him or herself in the first person and at the present time. That is, encourage the client to focus on himself in the "here and now". Here is the first set of statements; try to make your best response.

School is so impersonal, students are just numbers in the system.

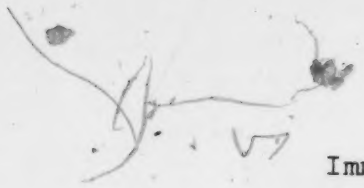
The family never said how they really felt.

People seem to be getting more and more isolated. Nobody communicates anymore.

Things aren't made as they were in the old days.

It's true that blondes have more fun.

Thirty years ago life was so much harder. People worked for very little money.



Immediacy

(Form B)

In the following exercise you are to write a response that will encourage the client to talk about him or herself in the first person and at the present time. That is, encourage the client to focus on him or herself in the "here and now". Here is the first set of statements; try to make your best response.

Reading books is the most worthwhile pastime there is.

_____

_____

_____

It's too bad that they don't serve food here in the morning.

_____

_____

_____

Someday the finance people will take everything away.

_____

_____

_____

This room is painted in very glaring colors.

_____

_____

Whoever wrote this report sure missed the boat.

_____

_____

Kids have no control over their own lives. Adults are always telling you what to do.

_____

_____

Open-Ended Statements

(Form A)

In the following exercise make a response that will encourage more elaboration on the part of the client. Your responses could be phrased as a question. That is, make an open-ended statement.

Whenever I start drinking I get carried away.

I get tired of always being nice to people.

There is a lot of pressure on me now to make a decision.

If I don't make my grades this year I might as well leave home.

We never have enough money.

My teacher is so grouchy that sometimes I think she hates kids.

Open-Ended Statements

(Form B)

In the following exercise make a response that will encourage more elaboration on the part of the client. Your responses could be phrased as a question. That is, make an open-ended statement.

All this last week I have been feeling really great.

Sometimes I wonder if being close to somebody is really worth it.

My boyfriend is very possessive about me.

My job involves a lot of responsibility.

I can't stop myself from eating sweets.

My brother asked me to loan him all my savings.

Specificity and Concreteness
(Form A)

In the following exercise make a response that will encourage the client to be more specific and concrete in talking about their concerns.

My life seems to have gotten out of control.

I feel anxious before big events.

People don't trust me with responsibility.

I'm tired of being "Mr. Good Guy".

Whenever I go to a party I always end up wishing I had stayed at home.

I get so embarrassed when I go out in public with him.

Specificity and Concreteness
(Form B)

In the following exercise make a response that will encourage the client to be more specific and concrete in talking about their concerns.

Everytime I try to make friends something goes wrong.

Some people do the most ignorant things.

We used to get along so well but now it seems I can't do anything to please her.

They put so many unfair demands on me.

He never does anything without doing it well.

My life seems so dull compared to other people's.

APPENDIX C

SCORING GUIDE FOR RATING RESPONSES

Reflection of Content

Scale

1 Completely misinterprets the client's statement. Irrelevant response.

2 Responds on topic, but distorts content.

3 Reflects the general content. May be word for word. May miss some aspects.

4 Reflects accurately most of the content. May be slight interpretation.

5 Reflects all aspects of the client's statement. Clarifies content.

Responding Empathically

Scale

1 Ignores and even detracts from client's statement. Denies feelings.

2 Responds, but subtracts affect, distorts meaning, shows little understanding of the client's situation.

3 Communicates a positive respect. Shows he understands and cares for the client.

4 Very deep caring for the helpee. Totally understands the client.

5 Deepest respect for the client.

Immediacy

Scale

1 Abstract, general response. Irrelevant.

2 Disregards most talk about personal and current problems.

3 Makes vague reference to personal and current problems.

4 Directs client to personal and current issues

5 Directs client specifically to the presenting problem. Explicates current feelings and issues.

Open-Ended Statements

Scale

1 Discourages client from talking. Asks closed questions. Ignores client topic.

2 Gives minimal encouragement to the client to continue talking. May show disapproval, etc.

3 Encourages client to continue talking. May indicate direction.

4 Encourages client to elaborate on topic. Allows freedom of direction.

5 Encourages client to reveal deeper feelings and deeper content. Encourages client interpretation.

Concreteness and Specificity

Scale

1 Leads or allows helpee to deal with only vague generalities, non-significant topics.

2 Leads or allows helpee to deal with even personally relevant material in a vague manner.

3 Encourages personally relevant disclosure, but allows client to avoid issues.

4 Guides discussion to specifics in most instances.

5 Always involves helpee in specific feelings and events regardless of emotional content.

APPENDIX D

BEHAVIORAL CRITERIA DEFINING THE SKILLS

Reflection of Content

(a) neither adds nor subtracts from the content of the statement

(b) stays with the client; does not introduce a change in the direction of the client's thoughts

(c) uses different words than the client

(d) encourages the client to continue elaborating on what has been said

Responding Empathically

(a) captures the total meaning and feeling of what has been said

(b) demonstrates that the counsellor is with the client - feels what they feel

(c) leads them into deeper exploration of their problem

Immediacy

(a) encourages the client to talk in the first person - I

(b) encourages the client to talk in the present, about current concerns

Concreteness and Specificity

(a) counsellor zeros in on the important issues in the statement

(b) stays with the client by encouraging concreteness and specificity

(c) enables the client to get a more definite understanding of what they are thinking and feeling

Open-Ended Statements

(a) the response should be more than one or two words

(b) allows the client to choose the direction of talk

(c) allows the client to elaborate and expand on what has been said

APPENDIX E

SUBJECTIVE EVALUATION FORM

Evaluation Form

Communication Skills Programs

The following questionnaire will allow you to evaluate the programs you have just completed. Please indicate your answers by circling one of the numbers on the scales that follow each question.

1. I think I know these skills ___.

1 2 3 4 5 6 7

not at all very well

2. If required to perform these skills I would now have _____ confidence in my ability to do so.

1 2 3 4 5 6 7

little a great deal of

3. In teaching these skills the programs were ____.

1 2 3 4 5 6 7

not effective very effective

4. I found the programs to be ____.

1 2 3 4 5 6 7

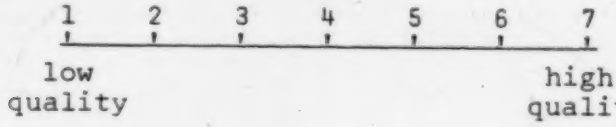
not enjoyable very enjoyable

5. When compared to a lecture type presentation, these programs taught "communication skills" ____.

1 2 3 4 5 6 7

less efficiently more efficiently

6. In general, I would describe the tapes as being of ____.



7. Have you had any previous training in these skills? If your answer is yes, please describe.

8. Can you suggest any improvement that might be made to these programs?

9. My general reactions to these programs were ____.